

# The Importance of the Islamic Education Philosophy Principles in the 21<sup>st</sup>-Century Education Context at SMK IT Khoiru Ummah Curup

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**Article Information:**

Received June 30, 2024  
Revised November 21, 2024  
Accepted November 28, 2024

**Keywords:**

21st Century Education;  
Philosophy of Islamic  
Education; Principles

**Abstract**

Education has a big impact on people and society. The tenets of Islamic educational philosophy provide a solid basis for guiding a comprehensive and spiritual learning process within the context of Islamic education. Investigating how Islamic educational philosophy can be applied to 21st-century learning at SMK IT Khoiru Ummah Curup is the aim of this project. This study uses a qualitative descriptive approach as its main focus, which is the method employed in this study. This study used triangulation, documentation, interviews, and observation as data gathering methods. The analysis's findings demonstrate that these ideas are still applicable to SMK IT Khoiru Ummah Curup's 21st century curriculum. The findings of this study help SMK IT Khoiru Ummah Curup better grasp the applicability of Islamic educational philosophy's tenets to 21st-century learning. Creating a curriculum and instructional strategies that are more appropriate for the modern Islamic educational setting is one of the practical consequences of the research. It is believed that this study will help educational institutions like SMK IT Khoiru Ummah Curup successfully incorporate Islamic teaching concepts into the 21st-century learning environment. The study's findings demonstrate that Islamic educational philosophy's tenets are still applicable and advantageous in the context of SMK IT Khoiru Ummah Curup's 21st-century curriculum.

**A. Introduction**

Education is one of the main cornerstones fostering the development of both people and society as a whole. Islamic education involves more than just teaching information (Mukhlis et al., 2024). Islamic education emphasizes character development, understanding of religious values, and spiritual growth. Islamic education philosophy addresses the ideas, tenets, and objectives of Islamic education and offers recommendations for creating a comprehensive educational framework (Setiawan et al., 2023). A thorough comprehension of Islamic teachings and their application in the classroom are crucial components of Islamic educational philosophy (Sadiyah & Wathon, 2022). According to (Amaliati et al., 2024), These tenets—tawhid, tawhid al-'Ilmi, fitrah, ihsan, and tarbiyah—offer guidance for developing an education that is centered on God, fusing Islamic knowledge with contemporary sciences, understanding human nature, achieving behavioral excellence, and assisting individuals in their personal development. However, new problems in the field of education have emerged as the twenty-first century has advanced due to globalization, technological advancements, and rapid social transformation (Jaya et al., 2023). To continue to be effective and relevant in meeting the needs of the contemporary world, the educational system needs to be able to adapt to these developments (Wijaya et al., 2016).

Islamic education philosophy follows a particular and distinctive structure. This lies in the foundational and substantial character of the three terminology contained in the concept itself, namely philosophy, education and Islam (Hamzah & Arofah, 2019). The first is contemplative-reflective, the second is practical-pragmatic and the third is doctrinaire-uncriticable. Therefore, in formulating the Philosophy of Islamic Education, careful analysis and rational thinking are needed that produce an ideal idea that may be applied at the practical level without ignoring Islamic theological doctrines (Hamsah & Nurchamidah, 2019). In analyzing and formulating the foundation of Islamic Educational Philosophy in this paper, the author uses sources of the Quran, the hadiths of the Prophet (saw), as well as the results of the thoughts of Muslim scholars, both old and contemporary, both at the theoretical and practical levels as ijtihad 'amali of creative scholars in carrying out education (Zarman, 2023).

Since all other attempts to meet life's demands have become more information-based in a variety of circumstances, the 21st century is commonly referred to as the "knowledge age" (Diana & Novita, 2022). Attempts to meet the needs of social empowerment, education, economic growth, and knowledge-based industries (Rachmantika & Wardono, 2019).

It is crucial to consider how the tenets of Islamic educational philosophy relate to 21st-century education (Muliadi & Nasri, 2023). For these ideas to be utilized correctly and successfully in the complex and varied educational environment of today, they must be reexamined. This will help teachers and other education professionals create methods that are consistent with Islamic principles and the demands of contemporary education. (Suprapno & Abdullah, 2022) By understanding the relevance of Islamic educational philosophy's tenets in the modern context, it is possible to ascertain how Islamic education can successfully handle today's educational challenges, including technological sophistication, cultural plurality, social change, and paradigm shifts in the learning process (Bassar et al., 2021).

This study's goal is to ascertain how well the principles of Islamic educational philosophy translate to schooling in the twenty-first century. We may better grasp how these ideas can be utilized and offer substantial advantages in the contemporary educational setting by comprehending their significance. It is believed that this research will help people better appreciate the significance of upholding traditional and spiritual values in schools, as well as assist them in adapting to the rapidly changing times.

## B. Research Methods

The qualitative research library research approach used in this study gathers data from a variety of literary materials (books) that have been demonstrated to evaluate social activities, events, phenomena, and the opinions and ideas of both individuals and groups (Sugiyono, 2008). This study is an example of an analytical description, which links data based on categories to produce new ideas and descriptions (Ubaidillah, 2016). The researcher collected data from three sources: observations, interviews, and documentation. Learning 21st century skills at SMK IT Khoiru Ummah Curup was the researcher's main objective. Finding the relationship between each conversation component in the data gathered during the three processes, analyzing and synthesizing the data, and then talking about it with partners yields strong information. This research is literary and not quantitative research but qualitative, qualitative research is based on the view of contextualism and the organism of events and their contexts and qualitative analysis must certainly be stated in a predicate that refers to the statement of circumstances, the measure of quality is also mentioned in other books that the attention is more focused on the formation of substantive theories based on concepts arising from data empirical.

This research is in the subject of qualitative descriptive approach, which is the method employed in this study. This study used triangulation, documentation, interviews, and observation as data gathering methods. Teachers of Islamic Religious Education and seven students in grade XI served as the study's subjects. Documentation, interviews, and observation are the methods used to gather data. Furthermore, data reduction, presentation, conclusion drawing, verification, source triangulation, and methods to evaluate the accuracy of the data are all used in the data analysis process.

## C. Result and Discussion

According to the analysis's findings, these ideas are still applicable to SMK IT Khoiru Ummah Curup's curriculum in the twenty-first century. There are several ways in which the principles of Islamic educational philosophy are pertinent. The monotheistic idea recognizes how important it is to teach inclusive and tolerant education while also honoring God's unity. The monotheistic al-'Ilmi concept enables the blending

of Islamic sciences with modern global sciences. The fitrah concept takes into account technology improvements from a holistic perspective for students. In the face of intricate social changes, the ihsan principle highlights the value of morality and high ethics. The tarbiyah principle contributes positively to society and permits the growth of qualified persons. The findings of this study help SMK IT Khoiru Ummah Curup better comprehend how 21st-century learning is related to the tenets of Islamic educational philosophy. One of the practical ramifications of the research is the creation of a curriculum and instructional strategies that are more appropriately tailored to the setting of contemporary Islamic schooling. The research at SMK IT Khoiru Ummah Curup is expected to assist educational establishments in effectively integrating Islamic teaching principles into the classroom of the twenty-first century.

There are a number of methods for gathering data. The first is observation, which is a technique used in qualitative research as well as other forms of study to collect the data or information needed by researchers. The second method is through interviews, in which the researcher employs an open interview methodology and gives the interviewees the chance to talk extensively and in-depth. Before the interview, a list of questions has been developed by the researcher. Teachers at SMK IT Khoiru Ummah Curup were interviewed by the researcher in order to collect information on all aspects of the tenets of Islamic educational philosophy that are still applicable and helpful in the setting of 20th-century education. The third method, according to Suharsini Arikunto, is documentation, which entails locating data about items or variables in agendas, minutes from meetings, notes, book transcripts, newspapers, magazines, and other materials (Arikunto, 1997).

Islamic education philosophy follows a particular and distinctive structure. This lies in the foundational and substantial character of the three terminology contained in the concept itself, namely philosophy, education and Islam (Saihu, 2020) The first is contemplative-reflective, the second is practical-pragmatic and the third is doctrinaire-uncriticable. Therefore, in formulating the Philosophy of Islamic Education, careful analysis and rational thinking are needed that produce an ideal idea that may be applied at the level of praxis without ignoring Islamic theological doctrines. Using the Quran, the Prophet's (peace be upon him) hadiths, and the theoretical and practical concepts of both contemporary and traditional Muslim scholars as ijtihad 'amali of creative scholars in the field of education, the author of this paper examines and develops the philosophical underpinnings of Islamic education.

The teachings of Islam serve as the foundation for the educational philosophy known as Islamic education; in other words, the teachings embody the essence of Islam. One This indicates that the Qur'an and the Sunnah are the primary sources. Furthermore, the Islamic educational philosophy incorporates sources from various teachings that are consistent with or do not conflict with Islamic beliefs (Abdi, 2018). It is clear from the earlier studies mentioned above that the Qur'an and Al-Sunnah serve as the foundation for Islamic educational philosophy. The researcher intends to conduct a study at SMK IT Khoiru Ummah Curup titled The Relevance of the Principles of Islamic Educational Philosophy in the Context of Education in the 21st Century in light of the quickly changing circumstances.

A set of philosophical precepts or tenets that serve as the cornerstone of ideas and methods in Islamic education are known as the Principles of Islamic Educational Philosophy. These guidelines, which are founded on Islamic teachings, values, and beliefs, help educators create curricula, instructional strategies, and overall educational approaches (Hidayat & Nasution, 2016). These principles, which entail in-depth contemplation and philosophical thinking regarding education in the context of Islam, are the result of comprehending and interpreting the teachings of Islam. These guidelines offer a logical and consistent foundation for putting Islamic education into practice. The following are some general tenets of the philosophy of Islamic education. (Meldawati, 2018) 1. Tawhid: An essential tenet of Islamic education is the acknowledgment of God's unity. 2. Tawhid al-Ilmi: Combining broad science and Islamic knowledge to produce a comprehensive understanding. 3. Fitrah: Respect for the inherent potential and purity of human nature. 4. Ihsan: Attainment of superior ethics and behavior. 5. Tarbiyah: The growth of education in a thorough and integrated manner. 6. Morals: The development of strong and moral principles. 7. Manners: The use of polite behavior in social situations. 8. Tadris: An efficient method of instruction and learning. 9. Fairness: Treating every person equally and fairly.

Regarding instruction at SMK IT Khoiru Ummah Curup, the study's findings support the notion that the tenets of Islamic educational philosophy are still applicable and advantageous in the twenty-first century. These concepts provide a strong foundation for developing an education that is spiritually centered, comprehensive, and attentive to the demands of the modern world—even in the face of fast changing times and technological advancements. According to research by(Adliyah et al., 2024), Islamic educational philosophy provides a comprehensive understanding of students' roles and tasks during the learning process,

which is consistent with this study.

#### D. Conclusion

Regarding instruction at SMK IT Khoiru Ummah Curup, the study's findings support the notion that the tenets of Islamic educational philosophy are still applicable and advantageous in the twenty-first century. Even in the face of quickly changing circumstances and rapidly growing technology, these concepts provide a strong foundation for developing an education that is holistic, spiritually oriented, and sensitive to the requirements of the modern world. The principles of Islamic education—tawhid, tawhid al-'Ilmi, fitrah, ihsan, and tarbiyah—are highly relevant in the 21st-century learning environment of SMK IT Khoiru Ummah Curup. Despite differences in theology and culture, monotheism upholds the concept of God's unity and directs Islamic education to create a welcoming and compassionate environment. By allowing the integration of Islamic knowledge with international science, the concept of tawhid al-'Ilmi gives students a comprehensive and relevant understanding to deal with the times.

#### E. Acknowledgments

The author thanks all the pertinent parties that helped to carry out this investigation. Additionally, the author thanked SMK IT Khoiru Ummah Curup for providing the opportunity to do research there.

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Indonesian Journal for Islamic Studies

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